

# Claremont Day Nursery

Inspection report for early years provision

---

**Unique reference number** 258936  
**Inspection date** 10/02/2011  
**Inspector** Melanie Eastwell

**Setting address** Claremont Court, Tebbutts Yard, Earls Barton,  
Northampton, Northamptonshire, NN6 0JN

**Telephone number** 01604 810449

**Email**

**Type of setting** Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Claremont Day Nursery opened in 1986. It operates from a two-storey building situated in the village of Earls Barton, Northamptonshire. It stands in its own grounds with car parking space to the front of the building and an enclosed outdoor play area. The nursery is privately owned and is used solely for the purpose of childcare.

The nursery is registered on the Early Years Register. A maximum of 49 children may attend the nursery at any one time. The nursery is open Monday to Friday from 8am to 6pm all year round, with the exception of bank holidays. There are currently 40 children from six months to under five years on roll. The nursery supports a number of children who have special educational needs and/or disabilities. Children attend for a variety of sessions.

There are 15 members of staff, 13 of whom hold early years qualifications. The nursery provides funded early education for three- and four-year-olds.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

An exemplary knowledge of each child's needs makes sure that staff and management are very successful in promoting children's care and learning. Children are safe and secure and they enjoy learning about their local community and the wider world. The excellent partnership-working with parents, the local school, pre-school and other agencies is a key strength and is significant in ensuring that the needs of all children are met, along with any additional support needs. This means that children progress rapidly, given their age, ability and starting points. The effectively developed systems for self-evaluation by the manager and the staff makes sure that the setting's priorities for future development are well-targeted. This results in a highly effective provision that responds to the children's and families' needs.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- further developing the systems for reflective practice to extend the involvement of the children.

## **The effectiveness of leadership and management of the early years provision**

Children's care, welfare and learning are significantly enhanced by the highly effective way in which the nursery is led and managed. The manager and staff

team are absolutely committed to providing the children with high quality interaction and experiences. Safeguarding is given the highest priority. Robust systems are implemented to ensure the safe recruitment and ongoing suitability and development of the staff. The manager and each of the three deputy managers have attended further training in safeguarding and all staff are aware of the importance of following the Local Safeguarding Children Board guidelines in the event of any child protection concerns.

Security measures and risk assessments are strong which contributes to the safety of the children and the staff. For example, all parents and visitors are greeted when they arrive at the setting and regular emergency evacuation drills are carried out. Children begin to learn about how to keep themselves safe. For example, they are involved in the risk assessments for the nursery rooms. Children have made posters displaying photographs and captions regarding safe practices for everyone such as walking inside, being careful with scissors and not playing on the stairs. This involvement actively promotes children's awareness of managing their own safety. The nursery is truly inclusive. All children are treated as individuals and with respect. Babies' individual routines for feeding and sleeping are adhered to, and the staff demonstrate a good understanding of the differing needs of boys and girls and those who have special educational needs and/or disabilities.

The setting has developed exceptional partnership-working to ensure that children's needs are met and that they experience a consistent approach and a smooth transition. Parents are warmly welcomed into the setting. They are provided with a wealth of information about their child's progress through daily verbal and written feedback about their child's routine and the activities they have enjoyed. Effective systems have been implemented to ensure that messages are passed to parents and that they know about practical details such as their child's sleep times, nappy changes and food intake. Parents are fully involved in their child's learning and development. They can have access to their record of achievement whenever they request and the folder is sent home twice each year for parents and family members to read and add their own comments about their child's progress. Parents are encouraged to record their child's 'wow moments' from home. These are included in the child's file and the key workers refer to them when planning for future activities. Parents are kept very well informed about their child's experiences at the setting. They are invited periodically to parents' evenings and stay-and-play sessions. The staff make displays of photographs recording outings and walks around the village. These are displayed around the nursery and in the children's coat peg areas. The nursery has developed good links between home and nursery. For example, children bring in pictures from home of people who are special to them and these are laminated and stored in the book areas of the rooms which enable the children to look at them alone or with their peers whenever they want. The nursery also has 'Bertie', a travelling bear who regularly goes home with the children. They are encouraged to take photographs of the bear with them at home or during family outings, and these pictures are brought back to nursery to share.

The nursery works closely with other providers delivering the Early Years Foundation Stage such as the local school, pre-school and childminders. Parents are asked to provide information about the child's activities on the days they do

not attend the nursery to enable these links to be formed. Children who have support from other agencies are ably managed by the nursery because they work very closely with their parents and the other professionals. They develop individual educational programmes and source any specific equipment that is required to promote children's sense of belonging in the nursery.

The nursery has developed highly efficient systems for regular and continuous self-reflective practice throughout all aspects of their daily activity with the children and their parents. The manager has taken positive action on the recommendations made at the last inspection and keeps regular notes of future plans and items completed from the nursery's own action plan. All members of staff are involved in this reflective activity which ensures they are able to put their ideas forward and that they feel valued. The staff evaluate the planning of activities each day and again at the end of each week and this enables them to monitor if the goals set for the children have been met. Parents' views about their experience of the nursery are valued and are sought regularly through questionnaires that report highly complimentary comments. The setting has begun to involve the children indirectly in this process through completing a tracking observation twice each year to demonstrate their well-being. They are keen to continue to develop the children's involvement in the setting's self-evaluation through seeking their views and information about their favourite things at the nursery.

## **The quality and standards of the early years provision and outcomes for children**

The staff throughout the nursery know the children very well and they are exceptionally well-organised, ensuring the smooth running of the daily routine. For example, meals are cooked on the ground floor and are brought upstairs to be served by the staff and the children are skilfully occupied before and after lunch through singing and finger rhyme games or story sacks while the staff prepare and clear up efficiently before setting out new activities. The children benefit greatly from the support of the expert and dedicated manager and staff team who are very skilled in managing them as individuals. Throughout all the nursery rooms the children are supported to be able to make choices and decisions about their activities. Babies and toddlers are able to help themselves from low-level units and baskets. The staff provide them with interesting and creative resources. For example, the babies enjoy exploring a 'feely box'. This box is covered with a variety of different textured materials and has holes in the sides where they can reach in for items hidden by the staff. They are curious about a line of small socks that are suspended at their level and these contain a variety of pleasant aromas. Toddlers who show an interest in climbing are ably supervised by the staff who encourage them to use a climbing frame safely. Pre-school children confidently access a wide range of interesting resources and play materials including programmable toys, art and craft materials, and toys for role play and imaginative games. This commitment to enabling children to lead the play and activities contributes to their growing confidence and self-esteem. The nursery is extremely well set out and organised to promote this free choice. The rooms are set up under different areas of learning. The manager and staff are creative in setting up artefacts and props to promote the children's play and exploration.

Children demonstrate that they feel safe in the nursery. They confidently to approach the staff for comfort, reassurance and to ask for items they want. Older children enjoy the free flow between the two nursery rooms and children who are preparing to move up into the next room enjoy their visits. Children show that they are familiar with the daily routines; they separate from their parents and quickly settle to play. Children are closely supervised by the staff who are extremely attentive to them. For example, they sit on the floor with the babies and toddlers, and they make regular checks on sleeping children. When the staff sit with specific activities, the children gravitate towards them because they thoroughly enjoy their positive and genuine interaction with them. Children are provided with a great range of healthy choices for meals, snacks and drinks. Their independence is encouraged; they can help themselves to cereal at breakfast time and easy-to-handle foods at tea time. They can access drinking water throughout the day. Babies are encouraged to use a spoon to feed themselves and also to explore food with their fingers. The staff are vigilant in managing the procedures for hygiene; they wear gloves and aprons when changing nappies, older children use flannels to clean their own faces after meals and they are able to be independent in the bathroom. The staff work closely with parents on issues such as weaning and toilet training.

Children are treated with the utmost respect and the nursery provides an inclusive experience for everyone who attends. Children begin to make friends and they show care and concern for each other. For example, two children accidentally collide with each other, one falls over and is upset. The other child looks to see if their friend is okay, fetches their comforter and gives this to them. Children are fully involved in the operation of the nursery. They are always asked what they would like to do and are actively encouraged to find their own activities or adapt existing activities to follow their own interests. They are eager to help with small tasks and with the tidying up after outdoor play. Children begin to learn about their own community through regular walks and outings in the village. For example, they go to the shops, to the letter box to post letters, to the telephone box to call the nursery and occasionally collect pizza or fish and chips for a treat. The staff provide them with relevant experiences that develop their awareness of the wider world such as celebrating Chinese New Year. Artefacts including lanterns and a Chinese newspaper are available to the children alongside a variety of activities including art and craft, music and food tasting.

Individual children make rapid progress in their learning and development. The staff team fully understands how to implement the Early Years Foundation Stage for each child. Their interests are taken into account in the detailed weekly planning of activities both indoors and outside alongside the identification of their next steps which actively promotes their development. The staff use their skills to engage the children in the activities. They sit with them and talk to them about what they are doing, asking questions and showing a real interest through very positive language and facial expressions. This positive interaction promotes children's confidence to try new experiences. For example, pre-school children take part in a painting activity where large, paint soaked sponges are loosely attached to their feet and they walk across a large strip of paper to make marks. One child tries this with the support of the member of staff and their request to stop is

immediately responded to by the adult who continued to support the child by talking to them about how the sponges felt next to their skin. Older children become completely engaged in a variety of experiments. They look at beans, put them in jars with wet paper towels and watch them sprout alongside sprouting carrot tops in shallow water. They watch as white flowers change colour by adding food dye to the water in the vase.

Children's progress is clearly demonstrated in their very well presented records of achievement. Key workers record a variety of observations including their 'wow moments' and trackers alongside photographs and samples of their artwork. This evidence is recorded under each of the six areas of learning. Each child has individual next steps identified for them each week and the staff observe them during an activity to monitor their progress. This comprehensive and ongoing system for recording children's progression is highly effective and takes account of each child's specific learning needs. The staff team regularly evaluate the activities to identify areas of success as well as any adaptations that are needed for the future. The staff show dedication to providing the children with these high quality experiences and interaction and they are constantly reviewing what they do to ensure they are providing the best they possibly can for the children in their care.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

